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AUTHOR Aksjoberg, Tore
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ABSTRACT

The case description of an adult education program in Norway contained in this document is part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. This case study is of the NKS School of Management (or Norwegian Correspondence School). It describes the school's three study modes: individual correspondence study; study circles; or combined correspondence and class instruction. The management school's target population and operations are discussed. In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (YLB)

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ED311180

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: NORWAY

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

For additional information contact: Alan B. Knox, Project Director
264 Teacher Education Bldg.
University of Wisconsin
225 N. Mills Street
Madison, WI 53706, USA

CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
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*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
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41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
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2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
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15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
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24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
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41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
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*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
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2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
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22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
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*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
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5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
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*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
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*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
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*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
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*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
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24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
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*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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A WORLD PERSPECTIVE
CASE COORDINATORS WHO CONTRIBUTED CASE DESCRIPTIONS

ARGENTINA	Professor Isabel Hernandez, CONICET University of Buenos Aires Freire 2185 (Cod. 1428) Buenos Aires, ARGENTINA
AUSTRALIA	S. J. Rooth, Director Dept. of Continuing Education The University of New England Armidale, N.S.W. 2351, AUSTRALIA
CAMEROON	Professor Jean Nyemba Department of Rural Education University Center P. O. Box 222 Dschang, CAMEROON
CANADA	Professor James A. Draper OISE 252 Bloor Street West Toronto, Ontario CANADA M5S 1V6
CHILE	Marcela Gajardo FLACSO, P. O. Box 3213 Santiago, CHILE
CHINA	Dong Mingchuan, Deputy Director 3rd Dept. of High.Ed.,State Educ.Comm. The People's Republic of China 37 Da Mu Cang, Xidan Beijing, CHINA
CZECHOSLOVAKIA	Dr. Kamil Skoda Faculty of Philosophy Charles University Celetana 20 110 00 Prague, 1, CZECHOSLOVAKIA
FINLAND	Professor Jukka Tuomisto University of Tampere Dept. of Adult Education and Youth Work, P. O. Box 607 SF - 33101 Tampere 10, FINLAND

GERMANY, FEDERAL REPUBLIC	Professor Dr. G. Dohmen Institut fur Erziehungswissenschaft University of Tubingen Am Holzmarkt 7 7400 Tubingen 1 FEDERAL REPUBLIC OF GERMANY Dr. Jost Reischmann Institut fur Erziehungswissenschaft University of Tubingen Am Holzmarkt 7 7400 Tubingen 1 FEDERAL REPUBLIC OF GERMANY
GHANA	Dr. Joe K. Ansere c/o Institute of Adult Education University of Ghana P. O. Box 31 Legon, GHANA
GREECE	Professor Michael Kassotakis University of Crete Department of Education Rethymnon, Crete
HONG KONG	Charles Wong 45 Bayview Road Kentfield, CA 94904
HUNGARY	Professor B. Laszlo Harangi Kossuth Lajos tudomanyegyetem Debrecen 10. Pf.17 4010, HUNGARY
INDIA	Professor R. Jayagopal Dept. of Adult & Continuing Education Univ. of Madras, University Buildings Chepauk, Triplicane P.O. Madras, INDIA 600 005
IRELAND	Father Liam Carey, Director Centre for Adult & Community Education St. Patrick's College Maynooth Co. Kildare, IRELAND

ISRAEL	Professor Eitan Israeli Levi Eshkol School of Agr. P. O. Box 12 Rehovot 76-100, ISRAEL
ITALY	Professor Filippo M. DeSanctis via Thailandia, 12 00144 Roma, ITALY
JAPAN	Professor Kazufusa Moro'oka Faculty of Education Kyushu University 03 Res. Inst. of Comp. Ed. & Cult. Higashi-Ku, Fukuoka 812, JAPAN
KOREA, DEMO. PEOPLES REP.	Professor Nam Jin U Research Institute of Pedagogy Academy of Education Pyongyang, DPR of KOREA
NETHERLANDS	Professor Barry J. Hake Department of Adult Education State Univ. of Leiden, Vakgroep andrag. Rijnsburgerweg 157, Leiden NETHERLANDS
NIGERIA	Professor Joseph Okedara Chairman, Dept. of Adult Education Ibadan University Ibadan, NIGERIA
NORWAY	Professor Odd Nordhaug Norwegian School of Econ. & Bus.Admin. Institute of Organization Sciences Helleveien 30, N-5035 Bergen Sandviken, NORWAY
PORTUGAL	Eduardo Figueira Herdade da Mitra 7000 Evora, Portugal Artur Cristavao Universidade de Tras-os-Montes e Alto Douro - Centro de recursos de ensino e Aprendizagem Apt. 206, 5001 Vila Real Codex PORTUGAL

ST. LUCIA	Dunstan Campbell University of the West Indies c/o Ministry of Agriculture Castries, ST. LUCIA
SAUDI ARABIA	Dr. Mohammad Al-Rasheed Director General Arab Bureau for Education in the Gulf States Rhiydh, SAUDI ARABIA
SWEDEN	Dr. Robert Hoghielm Stockholm Institute of Education Department of Educational Research Box 34103, S-110 26 Stockholm SWEDEN
SWITZERLAND	Dr. Hans Amberg, Director Swiss Association for adult Education Oerlikonerstrasse 38 CH.8057, Zurich, SWITZERLAND
TANZANIA	Mrs. Aida Isinika TRDC, Ruaha P. O. Box 254 Iringa, TANZANIA
U.S.A.	Professor Alan B. Knox C.A.V.E., 264 Teacher Educ. Bldg. 225 N. Mills Street University of Wisconsin Madison, WI 53706
U.S.S.R.	Dr. Michail N. Kulis Research Institute of Adult Education USSR Academy of Pedagogical Sciences 8 Kutuzov Embarkment, Leningrad, D-11 191187, U.S.S.R.
YUGOSLAVIA	Professor Dusan Savicevic Bulevar Lenjina 143 Belgrade YUGOSLAVIA

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name TORE AKSJØBERG Phone number _____

   Organization NORSK KORRESPONDANSESKOLE

   Street Address _____

   City or Town OSLO State or Province _____

   Nation NORWAY

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   NKS SCHOOL OF MANAGEMENT

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). PROFESSIONAL, OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   CORRESPONDENCE SCHOOL

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. X nationwide

7. Year(s) covered by the case description 1985

TORE AKSJØBERG
NORSK KORRESPONDANSESKOLE
NORWAY

The NKS School of Management

A Norwegian Model for Management Training by combined instruction

31A/2

1. Who is NKS?

I should like to start with a short presentation of the institution I represent here today, namely Norsk Korrespondanseskole or the Norwegian Correspondence School. In short: NKS. NKS was founded back in 1914, so one might say that we have come of age. Being established as early as that, we were the first correspondence school in Norway and, as far as I know, number two in Scandinavia. We very soon reached a considerable number of enrollments, and since 1914 more than 2 million students have studied at our school. Today we have between 80.000 and 100.000 active students, which make NKS the biggest correspondence school in Norway and Northern Europe and one of the biggest in Western Europe. One should bear in mind that the total population of Norway is only 4 million people.

Since 1976 NKS has been owned and ran by a self-owned foundation.

We are approximately 140 employees at NKS, and our main office is in Oslo. In addition we have more than 400 part time tutors, who all are connected to our institution bye free-lance contracts. Our tutors represent a broad selection of professionals, for instance psychologists, lawyers, engineers, economists etc. etc. Many of our tutors are employed in education, industry or commerce in addition to their work as tutors at NKS. This parallel function gives them the up-to-date experience which is important for a good tutor.

Our students are primarily private individuals, who seek education and knowledge according to their personal needs and motives.

31A/3

In this group we find both civilians and military students. Another important group comes from business and public administration where the courses are used in personnel training programmes.

In principal we operate with three modes of studying:

* Individual correspondence tuition, where the student works at home and sends his assignments to be marked.
* Study circle tuition, where a group of five - twelve students discuss and work on a chosen subject and send in a joint assignment.
* Combined tuition, which is a combination of correspondence tuition and class instruction. In addition to studying at home the students attend a class, which meets once a week or more.

In total we can offer more than 280 courses covering a large number of subjects. We have divided our extensive range of courses into four groups:

* Junior secondary school/secondary school/college- and university courses.
* Vocational courses.
* Electronic data processing.
* Individual courses.

The first group consists of courses which correspond to those offered in the public school system. The students can prepare for a complete junior secondary school education at NKS, and at secondary school level they have the choice between various general education courses. Furthermore, we offer a selection of different courses on college- and university-level.

Our most popular programme of study here is The NKS School of Management, which gives a thorough training in and insight into

the problems of business, economics, management and marketing. This is really the topic of my talk today, and I will certainly come back to it in a moment.

I should mention one more important thing, and that is that in Norway all correspondence courses must be approved by The Royal Ministry of Education. When a course has been approved, it is also entitled to financial support from The Government. All students receive this support automatically through their correspondence college without having to apply for it.

2. What is The NKS School of Management?

I don't think a thorough examination of the history of The NKS School of Management will be of any interest to the audience. However, the early start was in 1968, and its origin was initiated by The Royal Ministry of Education. The Ministry wanted to establish a programme of study with the purpose of giving managers in small and medium-sized enterprises, as well as managers on departement-level in larger firms the necessary understanding of business, economics and management to run a smaller enterprise. NKS was one of the few schools who wanted to develop and offer such a programme, and based on the curriculum NKS presented, we were granted the right to arrange public examinations in cooperation with The National Institute of Technology. This cooperation is still in function, and means that the students passing the exams receive a public certificate.

One important step in the development of this school was the establishing of a cooperation agreement between NKS and NITO - The Union of Norwegian Engineers - in 1979, about the further

education of engineers. More than 3000 engineers have gone through The NKS School of Management since then.

Obviously a curriculum of this kind must continuously be revised. In the period 1980 to -84 The Management School was updated and upgraded. At the same time the title Managerial Economist was introduced. We felt at that time that we could defend such a step, as the curriculum was now definitely on a post secondary school level. Lots of students had approached us through the years wanting a professional title to be connected to the passing of the final examinations.

In the later years the number of students starting out on The Management School has been approximately 3000 per year. Some 30% of these are women.

3. Target group.

I believe it's time I define the target group for this course of study. The target group is:

* Women and men who are in or want to achieve a position as manager in a small enterprise or manager on department level in larger firms.
* Women and men with a secondary school level education and five to ten years working-life experience.
* Age group approximately 30 years.

4. Aim of study.

Our aim is to give our students a practical, useful toolkit containing applicable knowledge within business, economy, marketing, management and business law. We do NOT intend to present an educatior aiming at an academic career, but to give leaders in practical work

relevant knowledge on a post secondary school level.

5. Frame conditions.

Considering the target group chosen and the aims put forward for this target group, it is obvious that the course of study has to be adjusted to a certain set of frame conditions. We have to remember that our students are grown-ups in full employment, living scattered all over Norway, and most of them with family obligations. The frame conditions put down are:

* Part time study
* Flexibility
* Limited space of time
* Geografically accessible
* Relevant curriculum
* Practically arranged study material
* Public examination
* Professional title
* Economically accessible

6. Curriculum.

One of the conditions pointed out is that the course of study must be within a limited space of time. We have defined this as being three semesters, or 1½ years. We believe that this is the minimum of time necessary to aquire the subject-matter of The Management School. It could be tempting to extend the course of study with another semester, but we have learned from the students that 1½ years is a very suitable period. We also feel that 1½ years is only a little bit more than one year, while two years seem like twice as much.

Let us look at the semesters. If someone should be interested in knowing more about any subject, I shall be happy to return to the matter. However, let me give you a sketch:

* The first semester contains three single courses, that is Introductory Accounting, Business Management I (internal accounting for small and medium sized firms) and Marketing Planning and Management.
* In the second semester the students read about management, administration and business law. The three courses are named Leadership, a challenge, Strategic Management and Labour law.
* In the third and last semester we return to economic subjects and read Analysis of accounts, Investment analysis, Practical financing and Business management II, consisting of budgeting and budget control.

As you will understand from this combination of subjects, and also from the aim of this course of study, the purpose of this programme is first and foremost to instruct in, and transfer factual knowledge within certain subjects, while we have put relatively small weight on the aspect which we might call education and development of the individual. The only course where this enters with a certain weight, is Leadership, a challenge. The method of study used by most students of The Management School, that is combined tuition, must be regarded in the light of this fact.

I would like to give a few comments on our curriculum. It shows you what is included in this course of study, but obviously not what is NOT included. Certainly it is rather limited what we can cover in the course of 1½ years, but we do wish we could have included a little bit of electronic data processing. Quite a few of our students feel that this subject is missing today. However, we have not managed to include it till now. If we are going to

build EDP into our curriculum, and we believe we must do that, it has to be as a natural element in the subjects already covered and not as an additional subject. An alternative may be to offer a voluntary 4th semester.

The relative weight to the different subjects may also be discussed, and personally, being a marketing man, I am inclined to think that marketing ought to have slightly more weight, while economy and accounting might be somewhat reduced.

However, this is a discussion continuously going on, and what is obvious is that our current curriculum is different from the one we had four years ago, and it's equally obvious that the curriculum we are going to have in four years will be different again.

7. Methods of study.

Even if there are a few, maybe two hundred, students who are pursuing The School of Management on their own as "pure" correspondent pupils, most students take part in the so-called combined instruction, where the correspondence course is supplemented by class tuition - usually one evening per week.

It is not NKS who provides the classroom tuition, but we cooperate with different partners all over Norway, usually one of the voluntary study organisations. Our most important partner is The People's University, who is represented in almost every Norwegian community. I believe it is responsible for approximately 80% of the classes.

However, it is quite clear that the responsibility for the curriculum of The School of Management and the pedagogic arrangements rest with NKS. This means for instance that it is NKS who prepares all learning

material. All material is given a format enabling the student to learn the subject without the aid of a teacher being physically present. This is also one of the conditions we must meet in order to get a course approved by The Royal Norwegian Ministry of Education.

This means that the course must include lots of examplas and comments, both to the subject matter and to the examples. We often say that in a correspondence course the teacher is built into the material. A correspondence course also contains a plan for or suggests how to work with the study. The course itself is full of exercises. In order to make the subject easier to work with, a course is divided into several study units. In this way the student will learn in steps and will always have a target ahead of him which is not too distant. Each unit ends with an assignment to be sent to the school for comments and markings.

The tasks of the correspondence school teacher are the following:

* Controlling and correcting
* Explaining and directing
* Encouraging and supporting
* Evaluating and marking

However, we are very well aware that The School of Management is very demanding, and therefore we recommend our students to take advantage of the supporting classroom tuition if practically possible and available where they live. Teaching takes place 16-17 weeks in every semester with four periods each evening. One period is three quarters of a clock-hour. Classroom tuition is offered in approximately 130 places all over our country. This

tuition gives the students considerable help in several ways. In the first place, most people need some kind of fixed time schedule for their work. If they don't have this, it's very easy to postpone things till tomorrow or the day after tomorrow or next week, and all of a sudden you are so far behind that it's very tempting to give it all up. When you have to meet in a classroom once a week there is introduced an element of discipline - even if it is voluntary. Furthermore, the classroom teacher is a resource person within his area, and his task is not to lecture directly according to the book in the traditional way, but to supplement or add to the subject matter, to answer questions and to give special attention to difficult parts within the subject in question. He will start discussions in class and very often divide the class in groups for group work. Thus a further element enters the classroom tuition, and that is the contact and discussions with the other students following the same course. As pointed out previously, the students are grown-up people with several years of experience from working life, and therefore they often have knowledge and wievpoints valuable to the other students. As a conclusion one might say that the classroom tuition gives new impulses and motivates to go on with the study.

The tutors are employed by the local organizers. Their background and experience vary, but common to most of them is that they have a higher economic/administrative education and broad experience from business life. Some of them also from teaching in the schools. It is the responsibility of the local organizer to employ and pay the tutors and to take care of all practical arrangements in connection with evening-classes. The organizers also take care of the

practical examination arrangements. The exams take place at the same time all over the country, and the examination papers are composed by our third partner in this cooperation, The National Institute of Technology. Thus the students receive a public exam. Having passed this examination, the student is given the right to use the title Managerial Economist. This title is invented by NKS, but it is very much in demand.

8. What are our experiences so far?

2½ years ago, we made a postal research amongst the students who had passed the final examinations one year previously. We wanted to find out how they regarded The School of Management after they had practised their new knowledge a reasonable time. We regret not having any newer research made, but we intend to send out a new questionnaire in the beginning of 1986. One of the reasons is that we have revised the curriculum since the last research, and we have also introduced the title Managerial Economist. However, the research gave us certain data to go upon, both concerning the curriculum and also concerning our pedagogic model. In answer to the question about how they liked the method, that is combined tuition, some 25% answered satisfactory, 50% good and 20% very good, while only the remaining 5% expressed dissatisfaction.

Breaking this question down to single factors, that is the tutor, the correspondence teacher and the material, it was the tutor who received the lowest markings. 15% thought he functioned badly, while on the other hand 30% thought he was satisfactory, 40% good and 15% very good.

Only 5% thought the correspondence teacher functioned badly, while the rest answered satisfactory or good or very good. The course material received the same evaluation as the correspondence teacher.

The answer to one of the questions was a great pleasure to us. The question was: "Do you think the time you spent on The School of Management was well spent time?" 94% answered Yes. We were very happy about that.

The research also comprised a series of other questions, but questions mentioned here do, I believe, represent the main points in this connection.

This research emphasizes one problem which we have registered also in other ways, and that is the quality of the local tutor. As these are found and employed by our cooperation partners, we have no or very little influence upon this process and can only recommend that they look for people with certain qualifications and with a certain background. We have more than 250 local tutors functioning all over the country, and it is very obvious that the quality of these people will vary around some kind of average, with very good teachers on the one side and very bad on the other side. As far as it is brought to our knowledge that a local tutor is malfunctioning, we do try to get our partners to replace him. However, at the time we may discover that a teacher does not function as he should, it may be too late and damage may have been done. Students may have quitted, maybe whole classes are dissolved, and our school gets a rather bad reputation. It will be

easy to say that the solution to the problem is training the tutors, but with the number of tutors we have in work, this will be a very, very costly operation. So far we have judged the practical and economical proportions too big for us to handle. We do, however, do something. We do give all the local tutors supporting material to help them in their teaching, and we also invite the tutors to conferences three or four times each year. On each conference some 20 teachers turn up, but that means that we can only reach a limited number of all our tutors. On these conferences, which take place on week-ends, we discuss both curriculum and pedagogic questions, and it is our impression that the conferences contribute to increase the level of the teaching at the same time as they function as an inspiration for the tutors in their daily work.

We do feel that we would have had better control with the local tutors if we had been responsible for this tuition ourselves. However, even this is a practical-economical question, and as in so many other situations, the pedagogically ideal must be balanced against the economically possible.

There are also a couple of other points which become more and more evident, as we now have achieved considerable experience with this kind of education and this method. In the first place the curriculum is built up around ten single courses, which each is constructed as an independent correspondence course. This implies that the connection between the different courses is not as good as it should be, and we do find some overlappings even if we try to avoid this as far as possible. At a future revision of our curriculum, this is one of the points we definitely must take into regard.

We have also found that there are too many assignments to be sent to the school in this course of study. 41 in total. Each of the assignments demands quite a lot of work, and one result of this is that not all students send in all the assignments before they present themselves to the examinations. This makes the students less prepared than they would have been, which consequently gives them lower markings at the examination than they else could have achieved. At the same time a high number of drop-outs in terms of correspondence education has some nasty economical consequenses for NKS, so even for this reason it is very important to us to reduce the number of assignments. In practical terms, this means that we must work with varieties of the courses meant for combined tuition, that is varieties who recognise the combined students special pedagogic situation.

I do hope that this presentation of The NKS School of Management and our pedagogic model has aroused some interest with you. We feel that we have found a model which functions reasonably well, but I do at the same time hope that I have managed to express that we are not 100% happy, and that we can see areas where we can make - and must make - efforts to make this model function better.

A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

Professor Alan B. Knox
Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
2. Needs (indication that a problem or educational need existed that the program should address)
3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
4. Content (major subject matter fields)
5. Finances (money and in-kind support from any source)
   To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
6. Facilities, equipment, materials
7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.